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Quality First

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QUALITY FIRST

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Martha Piper, Vice-President (Research)

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John McConnell, Vice-President (Development and Community Affairs)

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QUALITY FIRST

Executive Summary

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The Vision for the University of Alberta is set out in our Strategic Plan, **Degrees of Freedom**. Over the next decade, we aspire to be "the leading Canadian university and a major international university in a select number of teaching and research areas." As a result, the University of Alberta degree will be acknowledged as "a respected degree in a variety of areas, the leading degree in Canada in a number of areas, and one of the leading degrees in the world in a few areas."

We are now offering for discussion and consideration fifteen proposals for restructuring at the University of Alberta, in a document we have entitled, **Quality First**. **Quality First** seeks to support and build upon the Vision and Principles identified in **Degrees of Freedom**.

As an institution our choice is clear. We can allow our future to be determined by others, or we can actively participate in shaping that future. **Degrees of Freedom** provides us with a clear plan for determining our future. It is this future, envisioned in our Strategic Plan, that forms the basis for the **Quality First** restructuring proposals. These proposals, if adopted, will allow the University of Alberta to take the initiative in shaping its future.

Quality First focuses on the long-run academic health and quality of the University of Alberta; it is **not** a response to the 11 percent cut in our grant in 1994-95. Those proposals with the largest potential savings in expenditures will realize those savings gradually during the years which follow 1994-95. The proposals which

combine academic units also look to the future: the restructured units will be better able to deal with future budget cuts in a manner which allows for flexibility, innovation, and increased interdisciplinary teaching and research.

The three-year government grant reductions announced in January, 1994, will test our resolve and our creativity in pursuing the goals in **Degrees of Freedom**. The cuts will severely restrict recruitment of new faculty, the lifeblood of any university, and they will make our commitment to increasing student access to high quality programs very difficult to achieve. Nonetheless, while the cuts create significant challenges for the University of Alberta, we must not be deterred from meeting our Vision. As we aim to create degrees of freedom at a time of growing budgetary stringency, we must, above all else, preserve the quality of teaching and research at the University, thus ensuring the quality of our degrees. Accordingly, we must always keep **quality first**, as we consider the options and strategies we will adopt to achieve our Vision.

Throughout the long months of preparation of **Quality First**, we have considered a wide range of restructuring options, some of which we rejected, while others appear in this document. In each case, we asked ourselves the following kinds of questions: does this proposed change lead the University in the direction of our Vision? Is it consistent with the Principles set out in **Degrees of Freedom**? Is it true to the Mission Statement and the seven Strategic Initiatives? These are questions we hope our community will ask as it assesses the proposals.

We are painfully aware that irreversible changes to our University are considered in the following pages. Some programs and academic units which have been built over many years will be lost. The range of courses and programs for students at the University of Alberta will be diminished. Careers and working conditions of academic and support staff, in many cases individuals with long years of dedicated service to the U of A, will be seriously disrupted. As difficult as these changes are, we believe that indecision will have even more far-reaching consequences for our future students and staff.

The proposals of **Quality First** are those of the President's Executive Committee, consisting of the President and the five Vice-Presidents. While some of our proposals are within the administrative authority of one of the Vice-Presidents, most will require consideration by the General Faculties Council and the Board later this spring. In developing our proposals, we have benefited from a variety of thoughtful advice and assistance from many individuals throughout our University community. We are aware from our conversations that there is a great deal of discussion about these matters both on our campus and in the wider community. There will be a period of approximately four weeks following the release of **Quality First** to allow opportunities for community dialogue before the proposals are formally put to committees for their consideration.

The 15 proposals of **Quality First** are listed below.

Proposal 1. That the Faculty of Dentistry be closed after the year 1997-98, with no new admissions after 1994-95. The University will work with the Government of Alberta to develop the means to provide trained dentists and dental hygienists for Alberta, through agreements with other provinces (or in the case of Dental Hygiene other Alberta institutions), by funding Alberta students who are trained outside Alberta but agree to practice in Alberta, or by some other method.

Proposal 2.1. That beginning in the 1995-96 academic year the Bachelor of Education program be changed to a two-year program with entry after two years in an Arts or Science program at the University or in a college.

Proposal 2.2. That beginning in the 1996-97 academic year the Faculty of Education encourage B.A. and B.Sc. graduates who wish to earn a B.Ed. by offering a concentrated program which can be completed in one calendar year.

Proposal 2.3. That the Faculty of Education, in consultation with the Faculty of Graduate Studies and Research, be more selective in its graduate program offerings so that the best programs can continue to be supported.

Proposal 2.4. That the operating budget for the Faculty of Education be reduced by \$5 million over a period of three years beginning in 1994-95 with priority given to the B.Ed. program and retention of the strongest graduate programs.

Proposal 3. That effective April 1, 1995 the Departments of Germanic Languages, East Asian Studies, Slavic and East European Studies and Romance Languages be merged into a single Department of Modern Languages.

Proposal 4. That effective April 1, 1995 a department which focuses on comparative cultural studies be formed by the merger of the Department of Religious Studies with Comparative Literature and Film Studies.

Proposal 5. That effective July 1, 1994 the Departments of Botany, Entomology, Genetics, Microbiology, and Zoology be merged into a single Department of Biological Sciences within the Faculty of Science.

Proposal 6. That effective July 1, 1994 the Department of Statistics and Applied Probability be merged with the Department of Mathematics.

Proposal 7. That the Faculty of Medicine develop a plan by September 1, 1994, for restructuring administrative units in the Faculty, in order to build on the Faculty's strengths, encourage interdisciplinary research and teaching, and save on administrative costs. The savings to the operating budget of the restructuring should be \$200,000, which is in addition to reductions which may be required by the annual budget decisions of the Vice-President (Academic).

Proposal 8. That effective September 1995 professional graduate programs in administrative studies in the Faculties of Education, Physical Education and Recreation, and Medicine be modified in cooperation with the Faculty of Business to create joint master's degree programs which include a common core curriculum similar to the first year of the MBA program, and that the Master's degree program in Health Services Administration be relocated to the Faculty of Business with the requisite movement of resources and personnel from Medicine to Business, and with provision for mechanisms which adequately link the two Faculties for this program.

Proposal 9. That effective April 1, 1994 the Department of Athletics cease to exist as an academic department and become a cost-recovery unit with its own budget within the Faculty of Physical Education and Recreation.

Proposal 10. That the Faculties of Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and Physical Education and Recreation develop a plan for better coordination between the Faculties and Departments involved in aspects of health promotion and wellness studies. The plan is to be submitted to the Vice-President (Academic) by September 1, 1994, and is to include a strategy for achieving:

- better interaction in teaching,
- more effective interdisciplinary research,
- elimination of redundancies in teaching programs,
- encouragement of team building in the health care delivery system,
- increased emphasis on health promotion and disease prevention,
- a reduction in the number of administrative and administrative support positions,
- a \$200,000 reduction in operating costs as a result of the savings realized from the combined effects of the above actions; the \$200,000 will be in addition to the budget reductions assigned by the Vice-President (Academic) to the several Faculties in their 1994-95 and future budgets.

Proposal 11. That continuing faculty no longer receive additional payment for teaching Special Sessions courses and that the amount saved in this way be made available to departments offering the Special Session courses. Instead, credit for this teaching will be taken into account along with that for regular session teaching in the Faculty Evaluations. The Vice President (Academic) will monitor the change and will take the necessary steps to ensure that the number of courses offered in Special Sessions continues to grow in keeping with demand and that access to regular session courses is not decreased as a result.

Proposal 12. That effective July 1, 1994, the Special Sessions unit, including its registrarial functions, be moved from the Faculty of Extension to the Office of the Registrar; and that the registrarial functions in the Faculty of Graduate Studies and Research, with the corresponding budget for those functions, be moved to the Office of the Registrar.

Proposal 13. That the Department of Personnel Services and Staff Relations, Pension and Benefits Administration, and the Payroll Section of the Comptroller's Office are to be integrated into a single unit by September 1, 1994. ✓

Proposal 14. That the position of Associate Vice-President (Facilities) be eliminated effective July 1, 1994 and the organizational and operational framework governing the administration of the University's physical assets be fully reconsidered.

Proposal 15. That a comprehensive examination of alternative ways of meeting our energy needs commence immediately. This examination should seek to minimize the utilities costs incurred by the University.

QUALITY FIRST

The Vision for the University of Alberta is set out in our Strategic Plan, **Degrees of Freedom**. Over the next decade, we aspire to be "the leading Canadian university and a major international university in a select number of teaching and research areas." As a result, the University of Alberta degree will be acknowledged as "a respected degree in a variety of areas, the leading degree in Canada in a number of areas, and one of the leading degrees in the world in a few areas."

The government grant reductions announced last month will severely test our resolve and our creativity in pursuing the goals of the Strategic Plan. The cuts will severely restrict recruitment of new faculty, the lifeblood of any university, and they will make our commitment in **Degrees of Freedom** to increasing student access to high quality programs very difficult to achieve. Nonetheless, while the cuts create significant challenges for the University of Alberta, we must not be deterred from meeting our Vision. As we aim to create "degrees of freedom" at a time of growing budgetary stringency, we must, above all else, preserve the **quality** of teaching and research at the University, thus ensuring the **quality** of our degrees. Accordingly, we must always keep quality first, as we consider the options and strategies we will adopt to achieve our Vision.

Quality First seeks to continue a University restructuring process begun in February, 1991 with twelve proposals from the President's Executive Committee in a document entitled **Maintaining Excellence and Accessibility in an Environment of Budgetary Restraint**. With the University's adoption of **Degrees of Freedom** as our strategic plan, we now see **Quality First** as part of a process by which the University of Alberta is able to meet its Vision by controlling its own destiny. While the choices we face are difficult ones, we are convinced that by putting quality first we will be able to preserve excellence in our teaching and research even in the face of severe budgetary compression.

1. DEGREES OF FREEDOM

In 1991, General Faculties Council (GFC) and the Board of Governors established a Strategic Planning Task Force to consider the development of the University over the coming decade. One issue debated vigorously during the early meetings of the Task Force was whether it should propose structural changes, such as closure, for particular units, or whether it should set out the principles which should guide such proposals. The Task Force chose the second of these options, establishing in **Degrees of Freedom** the Vision and Principles which should guide future structural change, and leaving to the Administration the subsequent task of making proposals, such as those contained in **Quality First**, with regard to specific

units. The Appendix to this document reprints the Introduction, Mission Statement, Vision, and the list of Principles from **Degrees of Freedom**.

The Vision and Principles were developed as a result of a long process of consultation. Over a two-year period, the Task Force met with dozens of individuals and groups, and received over 100 written submissions from University staff and students and the broader community. Our Vision for the University of Alberta and the Principles upon which we base this Vision were widely debated and discussed before being adopted by GFC and the Board of Governors in the fall of 1993.

It is this Vision and these Principles that form the basis of the recommendations and proposals in **Quality First**. As set out by the Task Force, it is this Vision and these Principles that should guide us as we make difficult choices, debate our options, and develop our priorities.

Throughout the months of preparation of **Quality First**, we have considered a wide range of restructuring options; some we rejected, others appear in this document. In each case, we asked ourselves the following questions: does this proposed change lead the University in the direction of our Vision? Is it consistent with the Principles set out in **Degrees of Freedom**? Is it true to the Mission Statement and the seven Strategic Initiatives? These are questions we hope our community will ask as it assesses the proposals.

2. THE BUDGETARY CONTEXT

In seeking to achieve our Vision we must work within the realities of our budgetary context. Governments in Canada are struggling with serious debt and deficit problems and seeking ways to reduce public expenditures. In Alberta, the provincial net debt is over \$14 billion, the annual provincial debt servicing cost is \$1.4 billion, and the annual consolidated provincial deficit is over \$2.4 billion. These are large numbers for a population of 2.6 million people. The decisions the Provincial Government announced last month will reduce our operating grant by 15-20 percent over the coming three years. The grant cuts will come after years of significant restraint and cutting at the University: during the last 14 years, real expenditure per student has fallen by 25 percent at the U of A. Thus, the current grant cuts will have a profound effect on the University and everyone associated with it. This is the broad budgetary context in which we make our proposals.

This context has many uncertainties: the actual level of grant cuts carried out over three years, the rate of increase in tuition fees, and the size and direction of salary adjustments. Some would argue that such uncertainty calls for delay, and that we should wait a year or two before considering serious structural changes. Our view is different. We think the general direction of government policy on university funding is clear. We must act promptly if approved structural changes are to have an impact during the difficult three-year period we face, and beyond.

3. CONSULTATION

The proposals in this document follow a long process of consultation in our University community, and in the broader community, centered on the development of **Degrees of Freedom**. Apart from the Vision set out in **Degrees of Freedom**, information and advice on potential structural changes have been provided from a variety of sources. Our Deans' Retreat of September 1993 followed similar retreats in the past, with a call for the Administration to make tough, selective proposals with regard to restructuring. The Chairs' Council has called for the application of vertical cuts in University budgeting to preserve excellence in our best units. The annual budget submissions of the Faculties and other units to the Vice-Presidents provide eloquent testimony to the need for selective decisions. Important suggestions have come from our visits to individual units, the consultations involved in the Service Initiative of the Vice-President (Finance and Administration), and the work over the last two years of the Restructuring Committee of the Vice-President (Academic). In each instance, the message has been the same: difficult decisions, based first on quality, are required if we are to preserve the excellence of our teaching and research programs.

We are painfully aware that irreversible changes to our university are considered in the following pages. Some programs and academic units which have been built over many years will be lost. The range of courses and programs for students at the University of Alberta will be diminished. Careers and working conditions of academic and support staff, in many cases individuals with long years of dedicated service to the U of A, will be seriously disrupted. As difficult as these changes are, we believe that indecision will have even more far reaching consequences for our future students and staff. We believe the changes proposed in **Quality First** address the aspirations of **Degrees of Freedom**, by focusing on academic priorities as we deal with budgetary stringency.

It is important to note that the **Quality First** proposals alone will not achieve our Vision nor solve all of the budget problems we will face over the next three years. As outlined in **Degrees of Freedom**, we need to respond to resource constraints with innovative teaching methods, new designs for academic programs, differential teaching and research responsibilities, partnerships with business and other institutions, international opportunities, new support service arrangements, and efforts to find new sources of funds, to name only a few. Other initiatives such as early retirement incentives, negotiated compensation reductions, increased revenue generation and differential budget allocations will also have to be vigorously pursued in order to find the best combinations of strategies to address the challenges we face. Thus, the **Quality First** proposals should be seen as only one aspect of our commitment to attain our Vision--to be the leading Canadian university and a major international university in a select number of teaching and research areas.

4. THE DIFFERENT FORMS OF RESTRUCTURING

The overall objective of restructuring is to support the University's effort to achieve the Vision set out in **Degrees of Freedom**. The variety of issues involved in achieving our Vision is evident in the eight Strategic Initiatives of **Degrees of Freedom**:

- Attracting and satisfying outstanding undergraduate students;
- Attracting and satisfying outstanding graduate students;
- Meeting the research needs of the future;
- Meeting communities' needs;
- Attracting and retaining outstanding faculty;
- Responding to enrolment demands of the future;
- Providing high-quality support services and facilities;
- Meeting employers' needs.

It should be clear that no single restructuring proposal can address all of these issues, and that different kinds of restructuring will be required in order to meet the various initiatives. All of the proposed changes, however, are focused on making the best possible use of our resources as we aim to achieve our Vision. In this context, some of the proposals are intended to result in significant budget savings, others reduce administrative support in order to redirect resources to teaching and research, and yet others are focused on optimizing the strengths of current programs.

As listed in the **Executive Summary**, and more fully described in the text below, we offer 15 formal proposals. The first ten deal with restructuring or reorganization of academic units; Proposal 11 is concerned with the payment for teaching in Special Sessions; the last four proposals involve restructuring in support areas. We may group the first ten proposals, dealing with academic units, into three categories:

- A Termination or significant down-sizing of academic programs and units
- B Reorganization of academic units and programs proposed by the President's Executive Committee
- C Reorganization of academic units or programs proposed by Faculties and Departments

Proposals in category A are painful and will be controversial, but we believe they are necessary in our current environment. Such proposals should derive their justification from the Vision and Principles of **Degrees of Freedom**, including the Excellence and Selectivity principles. Closures or significant down-sizing should generate budgetary savings which are estimated as part of the Proposal. We would assign Proposals 1 and 2 to category A.

Proposals in categories B and C involve the reorganization of academic units in order to consolidate resources and build upon strengths. They may save on administrative costs by eliminating administrative redundancies. They may allow a merged unit, with a single leader, to make difficult selective choices on priorities that were not possible with several units and leaders. They may give the unit a critical mass, making it more resilient to future budget cuts and allowing for more creative solutions to financial constraint. Most importantly, they may provide the mechanism to offer exciting, innovative inter-disciplinary teaching and research programs that are more responsive to students' demands and society's needs.

The Proposals in category B are initiatives of the President's Executive Committee; with category C, the ideas have originated with a Dean, a Faculty, or individual Departments. While there is a good deal of overlapping between B and C, we would suggest that Proposals 3, 7, 8, and 10 belong in category B, while 4, 5, 6, and 9 are in category C.

We now turn to some remarks on restructuring in the support areas of the University, i.e., in units outside the teaching faculties. There are clearly opportunities to improve service and reduce costs. We recognize that we should strive to maximize the resources placed in the hands of the teaching units. We must also recognize the contribution that support services make to the pursuit of the University's Vision by enhancing the institution's educational and research activities, by advancing the University's interests financially, legally and in a broad community sense, and by contributing to effective consultation and decision-making. We must encourage changes in support services that allow the University to pursue that Vision more successfully. It is not enough just to reduce spending on support and ask people to work harder. It is not sufficient simply to call for greater efficiencies in ongoing operations. We must also eliminate work that is perceived to add insufficient value while striving to implement new models of operation, and simplify administration and governance.

In some areas consideration of restructuring alternatives will need to include the possibility of contracting out services. Each alternative will be examined on its merits, with full consideration of its implications both for the University and for the individual employees who may be adversely affected. In some cases contracting out may be warranted; in other situations restructuring may take the form of reorganized internal services. For example, the Library is examining elements of its cataloguing and processing functions with a view to contracting them out to private-sector partners.

As with the Faculties, therefore, it is important to recognize that restructuring in the support units may take a variety of forms. Restructuring can eliminate an entire unit, as occurred with Printing Services this past year. Our printing is now successfully contracted out. In addition, the University is asking for proposals with regard to possible contracting out of food services. Restructuring may involve sharp differential budget changes, such as the \$1 million being transferred from the

operating budget to the capital budget of Computing and Network Services from 1992 to 1997. It may result in the merging of units, as proposed below in the areas of Personnel Services and Staff Relations, Pension and Benefits Administration, and Payroll. Restructuring also involves changes in institutional policy, the redevelopment of support systems and processes, and the reorganization of support services. In all these forms, restructuring leads to changes both in the things we do as a university, and how we do them.

As with major changes in academic areas, changes to support processes can take time and often involve substantial changes to the supporting computing systems. Services must be maintained throughout such restructuring. This requires careful planning and implementation if the changes are to be successful campus-wide, and if we are to avoid merely a redistribution of existing work. Such changes need to be pursued within a framework that analyzes the value and efficiency of work processes broadly conceived, not just those in individual offices and departments, and that ensures staff are equipped with the tools and skills necessary to effect meaningful change. These matters were considered in the development of **Degrees of Freedom** and were reflected in Initiative 18, "High quality service in support of teaching, learning and research". Taken together the recommendations in that section of the report constitute the required framework.

Even before the strategic plan was approved, considerable change was already occurring along these lines. Much of the restructuring which occurs in support units, however, is invisible to large parts of our community because it requires no discussion or approval at GFC or the Board. In terms of internal restructuring, two very active support areas have been the Library and Computing and Network Services (CNS), both of which are implementing recently approved strategic plans designed to provide improved service at a time of diminishing resources. The new Library computer software installed this year will allow users easier access to our own holdings and those off campus. The opening of The BARD (Book and Record Depository) this spring as an off-campus storage facility represents a \$3 million project which was substituted for a proposed \$70 million building on campus. Working with such departments as the Registrar's Office and the Comptroller's Office, CNS is implementing plans to decentralize our computing usage dramatically, with an end to the use of large, traditional mainframe processors by 1998.

The Service Initiative is a program that has been designed to support and guide more such change, and it is a major vehicle for implementation of the recommendations of **Degrees of Freedom**. Under the Initiative's umbrella, support units such as the Office of the Comptroller are actively involved in examining their activities from the viewpoint of those being served. For example, there are opportunities to amalgamate the purchasing functions in Materials Management and the payables functions in the Office of the Comptroller; and to achieve better coordination in investment and reporting functions involving the Office of the Comptroller and the Real Estate and Investment Office. These efforts will result in

continuous change and improvement to processes and policies in the months and years ahead.

We continue to promote restructuring of support services, and endeavor to ensure that our total restructuring effort contributes to maximizing the resources being used for academic purposes. To this end in each of the last three years of general cuts, the reductions to the non-Faculty areas were higher on average than to the Faculties. For 1994-95 our planning has been based on an average 5 percent cut to the Faculties and 6 percent to the non-Faculty areas, with a similar or greater differential to be applied in later years (actual percentages will vary widely by unit, as the Vice-Presidents take a selective approach to budgeting). Funds for Graduate Research Assistants and the Library book budget are exempt from these budget cuts.

Furthermore, the savings from restructuring will be managed in a way that strives to protect the total resources available for academic use. We will make data available to the University community on an ongoing basis to document the success of our efforts in this regard, measured in terms of budget allocations and approved staff complements.

As part of our effort to reduce the cost of support services, the University needs to examine the resources we devote to governance. Last year we simplified procedures for taking proposals to GFC, reducing substantially the amount of duplicated work among the various GFC committees. In recent months, the University Secretariat has proposed changes to the way GFC and its committees are administered which will produce savings in such areas as photocopying, minute taking, and duplication of work by committees thereby effecting a reduction in the Secretariat budget of 8 percent in 1994-95. We believe that further simplification of our governance structures is important, not only for the budgetary savings in support units, but also as a means of reducing the time which faculty spend in governance activities as opposed to teaching and research.

We have not tried to document an exhaustive list of ongoing plans that relate to the support units. Proposals 12 through 15 constitute the most significant initiatives currently under way in the service units. They capture the range of different approaches to restructuring that are being pursued, and they point toward future developments that can be anticipated. In addition, as this document is released, the President is announcing that he will propose to the Board of Governors that the Office of Vice-President (Student and Academic Services) be closed as of July 1, 1994. The elimination of this portfolio in no way means a diminished commitment to providing quality services to our students, faculty, and staff; rather, it reflects the importance of realigning the delivery of these critical services in ways which better meet our current budgetary restrictions.

Quality First focuses on the long-run academic health and quality of the University of Alberta; it is not a response to the 11 percent cut in our grant in 1994-

95. Those proposals with the largest potential savings in expenditures will realize those savings gradually during the years which follow 1994-95. The proposals which combine units also look to the future: the restructured units will be better able to deal with future budget cuts in a manner which allows for flexibility, innovation, and increased interdisciplinary teaching and research.

Many of our proposals will increase quality and, while not primarily budgetary in nature, they may generate some resource savings. Other proposals will result in significant release of resources, which may be either reallocated to other purposes or taken by the central budget. Estimates of funds released by our proposals, which may be either taken as savings by the central budget or reallocated to other University units, include the following:

- Dentistry (net of cost of alternative training)	\$ 4.0 million
- Education (before reallocations to other Faculties)	\$ 5.0 million
- Savings from restructuring academic units (Proposals 3-7, 10)	\$ 1.0 million
- Savings from restructuring administration and support units (Proposals 12-14)	\$ 1.5 million
- Reallocation of Special Sessions stipends to departments	\$ 0.5 million
- Total	\$12.0 million

Better estimates of the savings in many of the proposals must await discussions with the units involved and actual implementation plans.

In all of its many forms, restructuring in academic and support units is based on the need to put **quality first** as we respond to a changing economic climate. Restructuring leads to changes both in **what** things we do as a university and **how** we do them. We believe that our restructuring efforts, invisible or clearly obvious, reflect our ability to be both innovative and accountable while at the same time remaining true to the Vision set out in **Degrees of Freedom**.

5. CONSIDERING THE PROPOSALS

We now turn to the process of consideration of the **Quality First** proposals by GFC and the Board. We believe that the process of consideration of the 1991 restructuring proposals was a fair and orderly one, and we would like to repeat that experience this year.

We envisage the period of four weeks after the release of the document as a time for community discussion and advice regarding these proposals, before they are given formal consideration by GFC committees. During the week of March 7, the Academic Development Committee (ADC) and the Planning and Priorities Committee (PPC) will begin consideration of particular proposals. All in our community will recall that during consideration of the proposals in the February 1991 document, one was withdrawn and several were substantially modified before reaching the floor of GFC. GFC meetings are currently scheduled for April 11, May 9, and May 30. It may be necessary to schedule special GFC meetings to consider recommendations from ADC and PPC, as occurred in 1991, and we have asked GFC members to reserve the dates of May 24 and June 14 for this purpose.

Specific units which are the subject of restructuring proposals will be invited to appear before ADC and PPC; at PPC, the President, as Chair, will also consider appearances by representatives of groups from outside the University. GFC members will have access to all documents submitted on each proposal, either by direct distribution, or by making the documents available in the University Secretariat. At full GFC meetings, participation will be limited to GFC members and university officials from units which are the subject of restructuring proposals.

Proposals to terminate academic programs, and any other restructuring matters which in the opinion of the Vice-President (Academic) should be considered by ADC, will proceed as follows: ADC recommends to PPC which recommends to GFC which recommends to the Board. We suggest that these proposals be considered by the Board Academic Affairs and Human Resources Committee, which would recommend to the Board. This was the process used in 1991, when the relevant Board Committee was the Educational Affairs Committee. Proposals 1-6, 8, 9 are in this category.

There are seven proposals (7, 10-15) which are within the administrative authority of one of the Vice-Presidents. We will report to the community on the progress and implementation of these proposals at regular intervals.

6. RESTRUCTURING PROPOSALS

We offer 15 restructuring proposals, designed to further progress toward the Vision of **Degrees of Freedom**. It is important to acknowledge that several of the ideas which are included here and which have our support were initiated and developed in Departments, Faculties, and Service Units. The changes discussed here are not a statement on the performance of individuals or the value of their disciplines. Rather they include selective changes which are considered necessary to maintain and build excellence in an environment of reduced public funding. Our objective is to employ resources in a manner which ensures high quality in all of the areas in which we remain active and permits the achievement of nationally and internationally recognized excellence in many areas.

6.1 Closure of the Faculty of Dentistry

The first dental school in the Western Canada, our Faculty of Dentistry was established in 1917 and has a long and proud history at this University. Nonetheless, Western Canada cannot now afford to support four dental schools; indeed all of them are finding it difficult to cope with fiscal restraint and a decreasing demand for dentists.

Dental education is relatively expensive. The Faculty cost per Weighted Student Unit (WSU) in Dentistry, including the Dental Hygiene program, was \$16,900 in 1992-93. This compares with \$5,000 for Arts, \$6,300 for Science, \$12,600 for Medicine, and a University-wide average of \$6,100. Unlike Medicine, the Faculty of Dentistry is not provided with clinical (hospital) facilities by the Department of Health. Clinical training is expensive and is an area in which the Faculty has provided valuable training and service over the years. The University can no longer carry this load on its own. The cost contrast with Medicine is all the more striking in that 94 percent of Dentistry's WSUs are in undergraduate programs while the comparable figure for Medicine is 62 percent. The high cost of Dentistry's WSUs is not accounted for by specialized training at the graduate level.

The Faculty of Dentistry is not seen as a national leader in research or graduate studies and only in a few areas has the Faculty carried on forefront research in recent years. A significant investment of additional operating and capital resources would be required to develop a Faculty of true distinction in research. In addition, the teaching and research activities are not vital to those of other Faculties on campus. We believe this proposal is fully consistent with the Principles of Excellence and Selectivity, and the Vision of national leadership, from **Degrees of Freedom**.

At the same time, however, we must confront the issue of "Meeting Communities' Needs" which is also an important part of our Strategic Plan; it is essential that Albertans have access to professionally-trained dentists. We believe that access is possible through existing student assistance programs which the Government of Alberta has for students who are trained outside the Province when there is no in-province program in their area of study.

One option would be for the Government to establish agreements to purchase up to 30 positions (the current quota number) for dental school admissions per year at other Canadian dental schools. The purchase of positions in this way is similar to our existing agreement by which Saskatchewan buys places in our Occupational Therapy program. A second option would be the provision of forgivable loans to dental students who enter programs elsewhere in Canada or the U.S. and who return to Alberta to practise dentistry. The University will work with Government to identify means for ensuring a supply of qualified dentists for Alberta.

Dental faculties in Western Canada are found at the Universities of Alberta, British Columbia, Manitoba, and Saskatchewan. Programs in Saskatchewan and

Manitoba are smaller than that in Alberta, as are the population bases of those two provinces. In addition, a government commission in Saskatchewan recently recommended closure of that Faculty. Thus, it is fair to ask why the University of Alberta's Dental Faculty, the first in the West, and not the smallest in the country, should be shut down. This is a fair question. The reason the proposal is included here is our view, a view which we believe is widely shared, that Canada can be better served if each university becomes more selective and does those things it can do best. The University of Alberta faces severe fiscal pressures, and we have decided we can do only those things we can do very well. With this move we will contribute to the strength of those dental programs that continue, and free up resources to strengthen programs that remain at this university.

Closing the Faculty of Dentistry also means that a new home must be found for the Dental Hygiene program. This is a program which is in high demand and which attracts well-qualified applicants. Nonetheless, the Dental Hygiene program is not as central to the mission of the University as it may be to an institution such as the Northern Alberta Institute of Technology which has a Dental Assistant program in place.

The 1993-94 budget of the Faculty of Dentistry is \$7.1 million. The actual saving and funds available for reallocation resulting from closure will depend on the cost of providing training for Alberta dentists and dental hygienists at other institutions. If up to 30 spaces per year for Dentistry students are subsidized at an annual cost of \$15,000 to \$20,000, the cost of 30 in each of four years would be between \$1.8 million and \$2.4 million. Resources will also need to be shifted to provide for the Dental Hygiene program. The net saving to the University of Alberta operating budget from the closure should be \$4.0 million or more. There will also be significant savings on future capital costs. If our proposal is approved, new admissions to the Faculty of Dentistry would continue for the 1994-95 academic year, but would cease thereafter, and the Faculty would close completely four years later at the completion of the 1997-98 academic year.

Proposal 1. That the Faculty of Dentistry be closed after the year 1997-98, with no new admissions after 1994-95. The University will work with the Government of Alberta to develop the means to provide trained dentists and dental hygienists for Alberta, through agreements with other provinces (or in the case of Dental Hygiene other Alberta institutions), by funding Alberta students who are trained outside Alberta but agree to practice in Alberta, or by some other method.

6.2 Reorganization of the Faculty of Education

Preparing teachers for the classroom is an extremely important function of the University of Alberta. We have developed a large and comprehensive Faculty of Education to address the needs of society for teacher training and to support the

profession of education. Several of the colleges in the province have developed university transfer programs in education. Many students value the option of beginning their program at a college but are concerned about their ability to transfer into the University later. The Faculty of Education is currently considering changing the B. Ed. program entry point to year three, as proposed in Recommendation 6 of **Degrees of Freedom**. This will give college students the same opportunity to be considered as University of Alberta students.

It is possible to offer the required training for teachers through the delivery of quality Bachelor of Education programs in a manner which better serves the academic needs of our students, in the spirit of **Degrees of Freedom**, and at the same time to achieve the efficiencies needed in the present fiscal environment. To accomplish this, it will be necessary to focus the efforts of those within the Faculty on pedagogy to a greater extent, and to use the assistance of the colleges and the Faculties of Arts and Sciences to provide training in the subject content areas which are not closely related to pedagogical issues and the practice of teaching. In this way, it should, over a period of a few years, be possible to reduce the resources now allocated to the Faculty of Education. A portion of the saving will be needed to meet the increased demand for courses in Arts and Science by students who plan to pursue a B.Ed. degree either as part of an after-degree program or after two years in Arts or Science.

Relative to most other Faculties, resources of the Faculty of Education are heavily devoted to graduate education. The share of WSUs accounted for by graduate students in the Faculty of Education is 48 percent compared to a University average of 31 percent. Only in the Faculty of Agriculture, Forestry, and Home Economics is the share higher. It is our belief, consistent with advice from the Faculty of Graduate Studies and Research, that the very large graduate programs in the Faculty are of variable quality, and that reductions in the overall size of these programs can be done in a manner consistent with the emphasis in **Degrees of Freedom** on Excellence and Selectivity.

We believe that the Faculty of Education should work with the Faculty of Graduate Studies and Research in identifying those graduate programs with the strongest scholarly base and in examining the student and employer demand for the graduates of various programs. In an environment of much reduced resources some of the graduate programs and undergraduate specializations of the Faculty will no longer have the priority they once had. The Faculty is asked to make selective decisions in this regard. It may be possible to offer some of the professional development master's degree programs on a cost recovery basis.

The following proposals result from the above considerations:

Proposal 2.1. That beginning in the 1995-96 academic year the Bachelor of Education program be changed to a two-year program with entry after two years in an Arts or Science program at the University or in a college.

Proposal 2.2. That beginning in the 1996-97 academic year the Faculty of Education encourage B.A. and B.Sc. graduates who wish to earn a B.Ed. by offering a concentrated program which can be completed in one calendar year.

Proposal 2.3. That the Faculty of Education, in consultation with the Faculty of Graduate Studies and Research, be more selective in its graduate program offerings so that the best programs can continue to be supported.

Proposal 2.4. That the operating budget for the Faculty of Education be reduced by \$5 million over a period of three years beginning in 1994-95 with priority given to the B.Ed. program and retention of the strongest graduate programs.

A \$5 million budget reduction is a 25 percent decrease in Education's 1993-94 budget. The \$5 million reduction target is inclusive of reductions required to meet annual budgets through the 1996-97 fiscal year. Planning for this restructuring is to begin immediately, with the specifics to be developed by the Faculty of Education in consultation with other Faculties. The Faculty is asked to present an implementation plan to the Vice-President (Academic) within four months of the approval of the reduction by the Board of Governors.

It is proposed that the enrolment target for Education be set at 1,800 by 1996-97, with all students in the third and fourth years of the B.Ed. program. Students would cease to be admitted directly from high school beginning in 1995-96. A larger number of students will be accommodated in Arts and Science as the University meets its 24,000 enrolment target. To achieve this, the targets for Arts and Science will each be raised with the expectation that this increase will be largely in the first and second years. It will be necessary to facilitate the adjustment by Arts and Science to the change in course mix once students are Arts or Science students, rather than Education students, taking their Arts and Science requirements. Currently first and second year students in Education take about 75 percent of their courses outside of the Education Faculty, largely in Arts and Science.

6.3 Realignments in the Faculty of Arts.

Language courses are central to the Faculty of Arts, and the language departments contribute enormously as teaching units. While we must recognize the particular requirements for effective language instruction, average enrolments in courses in the Departments of Germanic Languages, East Asian Studies, Slavic and East European Studies, and Romance Languages are smaller than we can afford to support. It is becoming increasingly difficult to justify the administrative cost which results from operating the current number of small departments and programs. Also,

greater flexibility in the use of teaching staff could result from a restructuring of the language Departments.

In addition, various opportunities exist for exciting interdisciplinary research and scholarship within the language departments. As we move to a multicultural society based on a global economy, the study of modern languages constitutes an effective means of increasing our understanding of today's world. By combining our expertise, through interdisciplinary teaching and research of languages, we will be responding to the **Degrees of Freedom** principle, Innovation, by fostering new areas of research and scholarship.

One possible realignment of these departments would be a single Department of Modern Languages, with a single Department Chair. This would permit the new unit to make the necessary choices concerning the priority to be given to various language programs and to the way in which they are taught at the University, and possibly to share in the development of computer-assisted language instruction and in the training of Teaching Assistants in methods of language instruction. Departmental decisions might be to down-size or close some programs in order to concentrate in others. Such decisions may be appropriate and inevitable in the existing environment.

Through restructuring it should be possible for the Faculty of Arts to reallocate resources to support other areas in the Faculty and to achieve a better balance of academic positions to course registrations within the Faculty.

Proposal 3. That effective April 1, 1995 the Departments of Germanic Languages, East Asian Studies, Slavic and East European Studies and Romance Languages be merged into a single Department of Modern Languages.

We also propose a second consolidation in the Faculty of Arts in the area of comparative cultural studies. A new department would result from a proposal generated within the Faculty of Arts to merge the Department of Religious Studies with Comparative Literature and Film Studies. The new Department would have a better balance between undergraduate and graduate teaching and would assist in meeting the **Degrees of Freedom** challenge of developing further strength in graduate programs. It will be important to review the graduate offerings in the new department to ensure that the programs which are retained or developed are of the highest quality. Administrative efficiencies will result in some savings.

Proposal 4. That effective April 1, 1995 a department which focuses on comparative cultural studies be formed by the merger of the Department of Religious Studies with Comparative Literature and Film Studies.

Alternatives to Proposals 3 and 4 may emerge from discussions which are under way within the Faculty of Arts. One possible alternative would be the creation

of a single large department which includes all of the departments mentioned in Proposals 3 and 4, as well as the Department of Linguistics. Such a proposal and others may be available for consideration in parallel with the proposals presented here.

6.4 Realignments in Science

The Faculty of Science has developed a proposal to merge departments in the biological sciences. The proposal will create a new Department of Biological Sciences from the existing Departments of Genetics, Microbiology, Botany, and Zoology. The separation of the teaching and research activities of the component fields in biological science are becoming less distinct. For example, molecular biology, cell biology, and environmental biology are important subdisciplines for each of the four existing departments. As noted in **Degrees of Freedom**, we must be an innovative institution, able to foster areas of emerging research and scholarship.

To respond to these new, interdisciplinary fields, better coordination of undergraduate and graduate teaching as well as research activities is required. The merger of the Departments will improve access through a proposed common first year and increased flexibility of transfer between programs in the second year. This is intended to maximize transferability and exchange of students between other postsecondary institutions and the University of Alberta, thereby responding to the principle, Accessibility. Opportunities for graduate students are expected to increase as a result of the amalgamation. Students will continue to be recruited into existing graduate programs, but these will evolve along with the research programs of the merged department.

The primary reason for the proposal is to provide the best set of program offerings in the biological sciences in times of financial restraint. However, there will be some immediate savings by reducing the number of department offices from four to one.

Following discussions with the two Faculties involved, the Vice-President (Academic) has asked the Faculty of Science to develop a proposal for the merger of the Department of Entomology (currently in the Faculty of Agriculture, Forestry and Home Economics) into the proposed Department of Biological Sciences (in Science), effective July 1, 1994. The reasons for this merger are similar to those given above for the four departments in the Faculty of Science. Entomology is expected to add several academic and non-academic positions to the Department of Biological Sciences.

Proposal 5. That effective July 1, 1994 the Departments of Botany, Entomology, Genetics, Microbiology, and Zoology be merged into a single Department of Biological Sciences within the Faculty of Science.

The Faculty of Science has also developed a proposal to merge the Department of Mathematics with the Department of Statistics and Applied Probability. The proposal is made primarily for academic reasons. The merger will facilitate the realignment of teaching assignments and graduate teaching assistant allocations. It will increase flexibility in student programs and allow students to choose new course combinations to reflect changes in market demand, and it will facilitate access to departmental programs by transfer students from other postsecondary institutions. The merger will also encourage greater informal interaction between staff and graduate students with related research interests. There will also be some decrease in administrative costs with the amalgamation of departmental offices with only one department chair.

Proposal 6. That effective July 1, 1994 the Department of Statistics and Applied Probability be merged with the Department of Mathematics.

These mergers, initiated by affected Departments and the Faculty of Science, are encouraged and supported by the Central Administration.

6.5 Realignments in Medicine

We wish to build on the considerable strengths found in the Faculty of Medicine. The Faculty's research and teaching programs are among the finest in the country in a significant number of areas, and in some cases among the best in the world. Nonetheless, we are convinced that research and teaching programs will be further strengthened, interdisciplinary activity encouraged, and administrative savings realized through restructuring within the Faculty. Here, too, the principle of Selectivity must be applied if the Vision in **Degrees of Freedom** is to be realized.

As one of the largest Faculties on campus, the Faculty of Medicine is home to a complex array of teaching and research units, some with a clinical orientation and others with an emphasis on the basic sciences. While this mix of programs and associated administrative infrastructure may have been justified in the past, developments in health care, biological sciences, and the practice of medicine suggest that there may be a more effective and efficient manner of structuring the Faculty.

If, as stated in **Degrees of Freedom**, we are to be "accountable for the allocation of resources", it is appropriate to review the current organization of functions within the Faculty. The Faculty has an operating budget of approximately \$20 million with an administrative complement of 1 Dean, 18 Chairs, about 40 Directors and 14 Administrative Professional Officers (APOs). In the present environment, where interdisciplinary teaching and research and the links between the basic and clinical sciences are being advocated, a new administrative structure that promotes academic excellence and facilitates effective leadership and accountability may be possible.

The following proposal is intended to put **quality first** by ensuring that excellence of the teaching, research, and service functions of this important Faculty are preserved during a period of economic restraint. By creating a new, efficient administrative infrastructure, the Faculty will be better positioned to respond quickly and efficiently to new developments in the basic sciences and clinical medicine:

Proposal 7. That the Faculty of Medicine develop a plan by September 1, 1994, for restructuring administrative units in the Faculty, in order to build on the Faculty's strengths, encourage interdisciplinary research and teaching, and save on administrative costs. The savings to the operating budget of the restructuring should be \$200,000, which is in addition to reductions which may be required by the annual budget decisions of the Vice-President (Academic).

6.6 Restructured Graduate Programs in Administrative Studies

The University currently offers a variety of professional master's degree programs specializing in administrative studies in the Faculties of Education, Physical Education and Recreation, Medicine, and Business. As currently configured, these degree programs exist independently, do not share teaching or research resources, and lack coordination. Given our commitment in **Degrees of Freedom** to the principles of Excellence, Selectivity, and Accountability, we believe that there is room for a more effective and coordinated approach to professional graduate education in administration.

A joint graduate program in administration would entail a core curriculum similar to the existing first year of the MBA, to be offered to all students, with sufficient options in the programs to permit some specialization. All applied administrative studies master's programs would be structured as joint degrees, for example, an MBA/MA with specialization in recreation administration. This format will strengthen the management skills content of programs which are designed to educate graduate students to become practicing managers. The joint programs will encourage greater informal and formal interaction between staff and graduate students with related teaching and research interests. A high priority in this area is the effective integration of the relatively small Master of Health Services Administration (MHSA) and MBA programs.

By keeping **quality first** this proposal ensures that students in applied administrative studies master's programs at the University have access to the strongest pools of expertise in important functional areas, while at the same time having an adequate opportunity to specialize in particular areas of interest in the public and private sectors.

Proposal 8. That effective September 1995 professional graduate programs in administrative studies in the Faculties of Education, Physical Education and Recreation, and Medicine be modified in cooperation with the Faculty of Business to create joint master's degree programs which include a common core curriculum similar to the first year of the MBA program, and that the Master's degree program in Health Services Administration be relocated to the Faculty of Business with the requisite movement of resources and personnel from Medicine to Business, and with provision for mechanisms which adequately link the two Faculties for this program.

6.7 A New Structure for the Department of Athletics

While the Department of Athletics has operated as an academic unit since 1983, it does not sponsor educational or research programs. This Department is responsible for campus recreation which operates recreation and sport programs for students, and, on a fee basis, for staff. It is also responsible for intercollegiate athletics programs.

In the spirit of **Degrees of Freedom** and the principle, Accountability, it is important that units be structured administratively in a manner that reflects their mandate. With the support of the Dean of Physical Education and Recreation, we propose that Athletics cease to exist as an academic department and that it become an independent cost unit within the Faculty of Physical Education and Recreation to be funded by student athletic fees, revenues generated by its programs (gate receipts, etc.), and by fundraising activities. The Dean of the Faculty will be responsible for the unit.

Proposal 9. That effective April 1, 1994 the Department of Athletics cease to exist as an academic department and become a cost-recovery unit with its own budget within the Faculty of Physical Education and Recreation.

6.8 Realignment in the Health Sciences

Our Vision is to be the leading Canadian university in a select number of teaching and research areas. We are recognized for our current strengths in the health sciences, for the unique role we play in the province and the region, and for our potential for achieving further excellence in this area. It is realistic, therefore, to aspire to be the leading Canadian university program in the nation in selected areas of the health sciences by the turn of the century. This aspiration is not without challenges, the foremost being the enhancement of our efforts in this area at a time of growing budgetary stringency.

Our health sciences are primarily centered in several small, vibrant Faculties - Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and Physical Education and Recreation. In these Faculties there are exceptional educational programs, strong professional standards, outstanding students and growing research contributions. Several are considered to be the leading programs in the country. Their small size has generally served them well during a period when resources were available for each to offer independent and autonomous programs. In today's economic climate, however, their smallness may be a liability, potentially undermining their current stature. The combined operating budget for 1993-94 for the four units was about \$18 million, equivalent to the budget for the Faculty of Education. Small units often lack the flexibility to absorb ongoing budget cuts through creative solutions. Sustained budget cuts over time could compromise the teaching and research programs and jeopardize the viability of these individual units.

Moreover, health issues are becoming increasingly complex. Health interventions are being refocused from a curative model to a preventive or restorative orientation, with an increased emphasis on health promotion. As well, the need to train health professionals who understand each other has never been greater. The need to develop a body of knowledge that crosses traditional disciplines, upon which to develop efficacious interventions and responsive health policies, is critical. Governments are becoming aware of the interdisciplinary nature of health and are seeking in institutions like ours an authoritative voice, one which speaks consistently for the various professional viewpoints.

As we aim to expand upon our strengths in the health sciences, we must eliminate unnecessary duplication and redundancies, in our teaching and research programs and in our administrative support functions. Currently in the four Faculties the combined number of budgeted academic staff positions is 167 and non-academic positions, 78. Senior academic administrative positions include 4 Deans, 6 Associate Deans, 5 Chairs, and 12 APOs. With a declining resource base, we must ensure that this staff complement is efficiently deployed, that future hirings are complementary and done in priority areas, that research infrastructure is not duplicated, and that educational curricula optimize the strengths across professions. We considered two options to achieve this goal: a Faculty of Health Sciences, and the promotion of greater coordination within the existing Faculty and Departmental structure. These, and possibly other, options deserve further consideration.

The aim of the following proposal is to develop the most outstanding programs in selected areas of the health sciences in the country, at a time that our resources are declining.

Proposal 10. That the Faculties of Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and Physical Education and Recreation develop a plan for better coordination between the Faculties and Departments involved in aspects of health promotion and wellness studies. The plan is to be submitted to the Vice-President (Academic) by September 1, 1994, and is to include a strategy for achieving:

- better interaction in teaching,
- more effective interdisciplinary research,
- elimination of redundancies in teaching programs,
- encouragement of team building in the health care delivery system,
- increased emphasis on health promotion and disease prevention,
- a reduction in the number of administrative and administrative support positions,
- a \$200,000 reduction in operating costs as a result of the savings realized from the combined effects of the above actions; the \$200,000 will be in addition to the budget reductions assigned by the Vice-President (Academic) to the several Faculties in their 1994-95 and future budgets.

6.9 Special Sessions Restructuring

Continuing academic staff are on 12-month contracts. Nonetheless, past practice has permitted academic staff to earn additional income by teaching in University of Alberta Spring and Summer Sessions. In 1993 this involved 130 continuing faculty teaching about 170 half courses (out of a total of 570), with 70 percent of the activity in Arts and Education. Indeed, academic staff have often been encouraged by Deans and Chairs to offer courses in order to increase opportunities for students during the Spring and Summer Session. By teaching in the Spring and Summer Session they have provided a valuable service requested of them.

Contrary to past practice, we can no longer afford the additional payment to staff with continuing appointments who teach in the Spring and Summer Sessions. This can reasonably be considered part of the normal workload included within the existing salary structure for continuing faculty. The amount paid to full-time continuing faculty members in 1993 was \$565,000. This is to be made available to Departments which offer Special Session courses in order to assist them in the maintenance of access. This change is in the spirit of the principle of Accountability in **Degrees of Freedom**, and will provide greater clarity to those inside and outside our community with regard to the allocation of resources and income.

Following the principle of Accessibility in **Degrees of Freedom**, it is important that any change to existing practice facilitate an improvement in access rather than the reverse. Two steps are being taken to see that this occurs. The first is that funds previously paid directly to continuing academic staff, supplemented by

additional surplus revenues generated by Special Sessions, will be provided directly to departments that offer Special Sessions courses.

The second step is that full-time continuing faculty members of each department will be expected to continue to teach as much as they have in the past, **including Special Sessions teaching**. Some of this teaching will continue to occur in Special Sessions, but with the payment made directly to departments rather than to individuals. Staff affected by this change will receive credit for the intersession teaching in the annual evaluation process. In the Faculty of Arts, for example, this would mean that continuing faculty members will be expected to teach an additional 50 to 60 half courses as part of their normal load. Note that the actual teaching load will not change. For comparison, the full-time continuing on-campus academic staff complement in Arts is approximately 350 with the result that average required teaching loads in the Faculty will increase by less than 2/10 of a half course. The expected increase in required teaching would be proportionately greater in Education and Physical Education and Recreation. The Vice-President (Academic) will be working with Deans to encourage more Special Sessions courses in all Faculties as demand warrants.

Proposal 11. That continuing faculty no longer receive additional payment for teaching Special Sessions courses and that the amount saved in this way be made available to departments offering the Special Sessions courses. Instead, credit for this teaching will be taken into account along with that for regular session teaching in the Faculty Evaluations. The Vice-President (Academic) will monitor the change and will take the necessary steps to ensure that the number of courses offered in Special Sessions continues to grow in keeping with demand and that access to regular session courses is not decreased as a result.

6.10 Consolidation of Student Registration Activity

A variety of standard registrarial functions directed to students in the Faculty of Graduate Studies and Research and in Special Sessions is performed within those units. Centralization of student registration activities should result both in greater efficiencies and in financial savings of \$100,000 in administrative costs of these two functions. Such centralization is facilitated by the availability of the campus FDDI Network and the new Oracle software for large database management.

Consolidation of registrarial functions will allow the Faculty of Graduate Studies and Research to focus on the development, maintenance, and assessment of quality in graduate programs, thus meeting the objectives outlined in **Degrees of Freedom** in terms of developing strength in graduate education. Operating within the Office of the Registrar, the Special Sessions unit will focus on the development and maintenance of an appropriate balance and number of courses to be offered in Spring/Summer Sessions, and the administration of the Spring/Summer Sessions will

more closely resemble the Winter Session operation with respect to timetable and calendar development, and registration.

Proposal 12. That effective July 1, 1994, the Special Sessions unit, including its registrarial functions, be moved from the Faculty of Extension to the Office of the Registrar; and that the registrarial functions in the Faculty of Graduate Studies and Research, with the corresponding budget for those functions, be moved to the Office of the Registrar.

6.11 Restructuring Human Resource Management Services

There are a number of units that provide human resource management services to the University community, including Personnel Services and Staff Relations (PSSR), the Payroll Section of the Comptroller's Office, Pension and Benefits Administration, the Office of Human Rights and the Office of the Associate Vice-President (Academic Administration). This arrangement has led to the compartmentalization of services, some overlap in activities, and general coordination problems that interfere with the achievement of service improvements and operating efficiencies. By integrating the activities of PSSR, the Payroll Section and Pension and Benefits Administration, and by deploying staff in a more flexible fashion, the full range of human resource management services required by the University can be delivered more effectively.

This proposal, which has been under development for some time and which has directly involved the units in question, will result in more service-oriented, more fluid, and more cost-effective operations. Savings may eventually exceed \$300,000 annually. It constitutes a major first step in the implementation of those recommendations in **Degrees of Freedom** relating to the University's support services, and represents a possible model for a number of other changes that will flow from the Service Initiative.

Proposal 13. That Personnel Services and Staff Relations, Pension and Benefits Administration, and the Payroll Section of the Comptroller's Office be integrated into a single unit by September 1, 1994.

It should also be noted that the full benefits of this integration, as with many other changes involving service units, will be dependent on the redevelopment of the University's major administrative computing systems, a recommendation in **Degrees of Freedom**. A number of task forces have been at work for some time developing system specifications, and a request for proposals was issued to potential suppliers in December 1993. It is expected that a full implementation plan will be completed by the summer of 1994. The wholesale redesign of computer support systems will take several years to implement and will require a significant investment. Substantial savings can be expected to follow.

6.12 Restructuring the Administration of the University's Physical Assets

The position of Associate Vice-President (Facilities) reports to the Vice-President (Finance and Administration), and is responsible for capital planning and budgeting and for the operations of the Departments of Physical Plant, Planning and Development, and Technical Services. The objective of reducing the size of senior administration, combined with the need to effect a less hierarchical support structure, will result in the abolition of the position of Associate Vice-President (Facilities) when the term of the incumbent expires on June 30, 1994. This action will reduce the number of Associate Vice-President positions.

This change will precipitate a number of other developments with respect to the Facilities portfolio. A review has commenced in accordance with the principles of the Service Initiative and the relevant recommendations in **Degrees of Freedom**.

Proposal 14. That the position of Associate Vice-President (Facilities) be eliminated effective July 1, 1994 and the organizational and operational framework governing the administration of the University's physical assets be fully reconsidered.

The complete range of services and activities is being explored. This includes the roles and relationships between the units within the current Facilities portfolio. By focusing on facilities and assets, the review embraces other units as well, including Materials Management. New models of operation that lead to more cost-effective and more service-effective operations will be considered. These models may constitute reorganized internal operations; in some cases they may lead to additional contracting out. Cost-saving opportunities will arise from this comprehensive exercise, but it should not be overlooked that we are also trying to improve the quality of service and to contribute more effectively to achieving the goals of **Degrees of Freedom**.

Particular areas for study include a restructured capital budgeting system, which will be coordinated by the Department of Budget and Statistics. In addition, a complete rethinking of Technical Services is under way, with particular reference to the way its cost recovery services are delivered and to the level of operating budget support required by the Department. Attention is currently focused on machine shops, audio-visual services, and the equipment inventory. These initiatives obviously require the active involvement of other units on campus, particularly those providing similar services.

Physical Plant is examining its supervisory structure. In addition new models of operation for the Vehicle Pool, Parking Services and Telecommunications Services are being examined by cross-functional working groups.

Taking all these developments into account, ongoing savings of up to \$1 million annually should result from Proposal 14, and these savings will be available to the central budget for reallocation.

The Utilities operation is of particular significance. Through the Department of Physical Plant, the University currently operates an extensive utilities system for the greater campus area, which includes such organizations as the University of Alberta Hospitals, the Cross Cancer Clinic, the Department of Public Works, and the Canadian Red Cross Society. This arrangement is governed by a long-standing operating agreement that assumes the provincial government will provide all capital funding, and that the participating institutions will share the operating costs in proportion to their levels of consumption. The total capital investment in the campus utilities system is approximately \$200 million. Annual expenditures from the University's operating budget are \$14 million.

If government is unable to provide full capital funding in future, the University will be required to build the capital costs of system maintenance and upgrades into the operation of the system, resulting in expenditure increases for all participating institutions, including the University. Over the years considerable success has been achieved by taking an aggressive approach to cost avoidance, particularly through energy management programs including the remote controlled monitoring system. These efforts will continue. Nevertheless, capital funding developments challenge the University to seek other ways of providing energy at lower costs, which may involve new relationships with outside operators.

Proposal 15. That a comprehensive examination of alternative ways of meeting our energy needs commence immediately. This examination should seek to minimize the utilities costs incurred by the University.

Because of the large number of stakeholders and the size and complexity of the system, this review process will have to be handled with considerable care.

7. CHANGES REQUIRING FURTHER STUDY

7.1 Reductions in the Number of Departments in the Faculty of Agriculture, Forestry, and Home Economics, the Faculty of Business, and the Faculty of Physical Education and Recreation

There are currently seven departments in the Faculty of Agriculture, Forestry, and Home Economics. The Faculty is considering a proposal by the Dean to reduce the number of departments to three as part of a major restructuring initiative. In the Faculty of Business, which became departmentalized in 1976, the Dean is considering whether significant administrative savings can be realized through a non-departmentalized structure. The Faculty of Physical Education and Recreation is also considering a move to a non-departmentalized structure. The Central

Administration supports such Faculty efforts at restructuring which are designed to encourage interdisciplinary activity, share resources across academic fields, and improve administrative efficiency.

7.2 A Restructured Faculty of Extension

The Faculty of Extension's net expenditure budget is set to fall to \$0.98 million in 1995-96 from \$1.5 million in 1993-94. This budget continues to support a number of academic positions. Consideration is to be given to restructuring the Faculty of Extension to become a "service unit" with the primary or sole purpose of facilitating extension and alternate delivery activity by degree-granting Faculties. All non-credit activity by Extension or by other Faculties would be on a full cost-recovery basis. Tenured and tenure-track positions that involve course and program development would be relocated to other Faculties to assist them in the development of non-credit programs and credit programs using alternate means of delivery. These issues and others are currently being explored by a subcommittee of the Vice-President (Academic)'s Restructuring Committee. The University is prepared to discuss with the Minister of Advanced Education and Career Development and with Athabasca University how the activities of the two universities might be combined to achieve greater effectiveness.

7.3 Province-wide Cooperation and Priority Setting

As noted above, the University of Alberta has been a national leader in setting priorities and making selective choices in order to build on our strengths with limited resources. We believe that this same selective approach of building on strength should be taken at the provincial level. The Minister's Roundtable meeting of November 1993 identified a number of questions which need to be addressed at a time when overall funding is contracting: do we need all of the advanced education institutions currently in the system? Should more first and second year university level teaching be done at the colleges? Are there programs taught at two or more institutions which would be better taught at one?

The University of Alberta is eager to participate in discussions of these issues, in a setting in which academic excellence, not politics, will drive the decision.

8. CONCLUSION

As an institution our choice is clear. We can allow our future to be determined by others, or we can actively participate in shaping that future. **Degrees of Freedom** provides us with a clear plan for determining our future. It is this future, envisioned in our Strategic Plan, that forms the basis for the **Quality First** restructuring proposals.

These proposals, if adopted, will allow the University of Alberta to take the initiative in shaping its future.

Quality First seeks to enact the Principles identified in **Degrees of Freedom**, thereby continuing a process by which the University of Alberta is striving to meet its Vision: to be the leading Canadian university and a major international university in a select number of teaching and research areas. By being selective, innovative, accessible, and accountable, we aim to provide access to programs of high quality for our students and achieve excellence in all of our endeavors.

The proposals in **Quality First** will make the future University different from the present. We are confident that the changes arising from the restructuring proposals will result in a more innovative university, one that is consolidating strengths, encouraging collaborations and optimizing efficiencies. Our University will have fewer academic units; these units will be larger in size and more inter-disciplinary in scope, thus providing new and innovative teaching and research programs that are responsive to the changing world in which we live.

Our University will have a more efficient administrative structure with an emphasis on reducing redundancies and inefficiencies in our decision making, policies and procedures, and services provided. Our University will have more linkages with other postsecondary institutions, industries, and agencies, thereby partnering with others to meet our Vision. Our University will be accountable, using the human and financial resources in a manner that sets clear priorities and optimizes the talents of individuals.

APPENDIX I

Table 1: Faculty Cost per Weighted Student Unit (WSU) and Unweighted Student Unit by Faculty, 1992/93

	Budget/ u.g. WSUs + grad. WSUs	Budget/ Total Unweighted Student Units
Ag/For/HE	\$ 10,955	\$ 17,145
Arts	4,967	5,756
Business	6,030	7,397
Dentistry	16,933	17,578
Education	5,428	7,821
Engineering	6,527	9,039
Native St.	6,540	6,540
Law	6,014	6,136
Medicine	12,615	16,851
Nursing	11,393	14,348
Pharmacy	5,229	7,197
PE&R	6,483	7,810
Rehab Med	5,652	6,327
St. Jean	5,977	5,977
Science	6,288	7,777
University average	\$ 6,067	\$ 8,462

Note: WSUs are calculated as follows: for undergraduates, total credits divided by 30; for master's, qualifying year, and postgraduate diploma students, full-time equivalents multiplied by 2; for doctoral students, full-time equivalents multiplied by 4. Unweighted student units are as follows: for undergraduates, total credits divided by 30; for master's, qualifying year, postgraduate diploma students, and doctoral students, full-time equivalents (multiplied by 1). "Ag/For/HE" refers to the Faculty of Agriculture, Forestry and Home Economics; "PE&R" refers to the Faculty of Physical Education and Recreation.

APPENDIX II

EXCERPT FROM DEGREES OF FREEDOM, pp. 2 - 4

Mission Statement

The mission of the University of Alberta is to serve our community by the dissemination of knowledge through teaching and the discovery of knowledge through research. The mission will be carried out in a select number of fields and professions, to be determined within the context of a province-wide educational system and based upon the highest national and international standards.

Principles

In support of our mission, we adhere to the following principles:

Excellence

In all our endeavours we seek to achieve excellence as evaluated by national and international standards; our standards for the evaluation of students and staff must reflect that aspiration. We seek continuous improvement in all our academic and support units. We seek challenging opportunities for all in our university community, including students, academic staff, and support staff, and we expect from them a common dedication to the highest levels of achievement and service.

Pursuit of truth

The discovery and the dissemination of knowledge are both integral parts of our institutional mission; neither should be sacrificed in the name of the other.

As part of our commitment to the advancement of knowledge, we preserve an environment of open enquiry and academic freedom in which our faculty and students may speak their minds in pursuit of their scholarly activities.

Scholarship

We are committed to scholarship in the broadest sense and to recognizing the important balance between the discovery and the dissemination of knowledge. We offer learning experiences that require the interaction of teaching and research. Each faculty member is expected to be a scholar; every student is expected to be scholarly in their academic studies.

Selectivity

To achieve excellence with limited means, we take a selective approach to the allocation of resources and the setting of priorities at all levels of the institution. We do not seek to cover all possible fields of study, nor to be all things to all people.

Accountability

We are accountable for the priorities we set, the performance of our staff, the allocation of our resources, and the performance of our institution. We will measure our performance and communicate the results freely inside and outside the University.

Accessibility and cooperation

We are committed to providing access for students to programs of high quality in a supportive, student-centred learning environment. We offer opportunities for lifelong learning. We will pursue cooperation with other postsecondary institutions in the Province, and with the Province's secondary schools, as a vital part of overall system accessibility.

Partnership

In support of our mission, we seek partnerships throughout Alberta, across Canada, and around the world with other educational institutions, business, government, industry, and nonprofit agencies.

Innovation

We are an innovative institution, flexible in our response to changing needs, and creative in seeking new ways to further our mission.

Campus community

We recognize and value the role each individual member of the university community plays in meeting our mission. We seek a campus community in which all individuals are treated with equality and respect and where all may seek to reach their full potential. We are committed to an environment of work and study which is equitable, safe, healthy, and supportive of our mission.

Vision

Our vision is that in 2005 the University of Alberta will be described by the following statements:

The University of Alberta is the leading Canadian university and a major international university in a select number of teaching and research areas. Accordingly, a University of Alberta degree is acknowledged as a respected degree in a variety of areas, the leading degree in Canada in a number of areas, and one of the leading degrees in the world in a few areas.

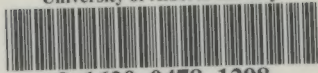
In a select number of fields and professions, this standing will be recognized by:

- being the university of choice of some of the most qualified undergraduate students in Alberta and in Canada;
- being the university of choice of the best scholars and graduate students in Canada and some of the best scholars and graduate students in the world;
- being the university of choice of employers of university graduates; and,
- being a highly respected university for the discovery and the dissemination of knowledge to local, national, and international communities.

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